Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here.
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Malone ISD	Vendor ID # 74-6001678	Mailing address line 1 PO Box 38		
Mailing address line 2 202 West Hackberry	City Malone		State TX	ZIP Code 76660-
County- District # Campus number and name 109908 101 Malone School	ESC Region # 12	US Congressional District # 25		DUNS # 024924003

Primary Contact

First name Linda	M.I.	Last name Buffe	Title Superintendent
Telephone # 512-533-2321		Email address linda.buffe@maloneisd.org	FAX # 254-533-5660

Secondary Contact

First name Karen	M.I.	Last name Willenborg	Title Business Manager
Telephone # 512-533-2321		Email address karen.willenborg@maloneisd.org	FAX # 254-533-5660

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Linda	M.I.	Last name Buffe	Title Superintendent
Telephone # 512-533-2321		Email address linda.buffe@maloneisd.org	FAX # 254-533-5660
Signature (blue ink preferred)			Date signed 1-14-2014

Only the legally responsible party may sign this application.

701-14-101-039

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X In the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Summary Malone ISD (MISD) is applying for the Educator Excellence Innovation Program (EEIP) grant to address the glaring disparities that exist in educator quality and effectives and student academic achievement. This EEIP grant will directly benefit the teachers because it provides MISD an opportunity to implement a comprehensive grand scale project, where efforts are focused on transforming educator quality and effectiveness through hiring and recruitment; mentorship/induction; professional development; evaluation and observations; career pathways; and strategic compensation. This grant will result in educators with an increased capacity to teach at high-levels and improve students' academic achievement. The goal of the grant (as established by TEA) is to improve educator effectiveness in Texas public schools through the funding of innovative practices that target the entire timeline of a teacher's career. MISD goals are related to the same goals of the grant as the district is seeking to improve educator effectiveness by promoting and supporting a campus with scientifically-based and well-rounded programs with many moving parts that fit together to provide teachers with an opportunity to seek out and attain growth within their teaching field based upon their individual interests and talents and NOT based on a one-size-fits all project.

Budget The MISD administrators and teachers developed the budget in the amount of $116,627. The budget is based upon the needs identified through the Needs Assessment Summary and the Allowable Activities and Use of Funds outlined in the Program Guidelines. The budget numbers include funds for a full-time onsite Mentor Teacher; substitutes while teachers are participating in professional development during the school year; to hire an external evaluator, pay incentives to teachers who submit their resignation by November 1st of each year; teacher incentives and compensation based on pedagogical growth and student performance; an iPad and printer for the Mentor Teacher to conduct administrative functions and print pedagogical support documents for teacher's; consumable supplies for the Mentor Teacher to deliver programs and activities; and travel (if needed) to professional development. The final budget was approved by the Superintendent.

Demographics MISD is a small, rural district located in Hill County and operates with limited financial resources, and serves PreK- 8th grade students who have significant barriers and gaps to overcome . The Administrator is Linda Buffe, who serves as the Superintendent and Principal to oversee the district and the single-campus, Malone School. She is supported by 11 classroom teachers, 6 paraprofessionals along with a business manager, secretary, custodial and cafeteria staff. 50% of the teachers have 5 years or less teaching experience. All 11 teachers meet highly-qualified criteria. 10 teachers have a Bachelor's Degree, 1 teacher has a Master's Degree, one teacher recently completed her Principal Certification in May 2013 and two teachers have master Reading Certifications. **There have been 6 different science teachers within the last 6 years and 3 of the teachers did not complete the school year and their science position was filled with a substitute. There have been 5 different math teachers within the last 5 years**. As a result, students are well-below the state average on TAKS/STAAR assessments. Teachers are paid the state-base plus $600. In an effort to recruit and retain highly-qualified math and science teachers, the district pays those two subject-area teachers a $2,000 stipend. One aide has completed her degree through the Aide to Teacher program and two other aides are interested in participating in the same program. Advertising of teaching positions is through ESC 12 and the district website.

MISD serves approximately 103 students enrolled in grade PreK-8 at Malone School, which is **Title 1 School-Wide. An overwhelming 92% of the students are identified as Economically Disadvantaged, 63% are At-Risk, 55% are Minority and 16% are Limited English Proficient as documented by the 2013 Fall PEIMS Collection Report. Academically, the students are low-performers on state assessments as only 63% of the 4th grade student passed the 2011 Math TAKS test; 64% of 5th graders passed the Math TAKS tests and only 61% of the students met 2011 Standard, All Tests.**

As a result the campus' low academic performance, the campus/district is consistently rated **Academic Acceptable** according to the Texas Education Agency Accountability Rating System. Though the students and teachers have many barriers and gaps to overcome, MISD is committed to building a learner-centered school in in which all educators and students are focused on learning and have the resources and tools at their disposal to do so.

Needs Assessment Policy No policy or procedure is a sacred cow and ALL policies, procedures, and programs are reviewed by the District Site-Based Leadership Team (Team) consisting of administrators, teachers and parents/members of the community. The Team conducts a Needs Assessment Summary and Improvement Plan by evaluating data, identifying strengths and weaknesses, ensuring that all resources are being identified and used

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

efficiently, effectively, and are having an impact on teachers and students. The Team also ensures that resources are not being overlooked or duplicated. MISD believes that what works one year may not work the next. They expect programs offered to change and evolve in response to the teachers and students needs as based upon data collected. Finally, the Team conducts a follow-up meeting to monitor progress and ensure all changes are being implemented on-time, within budget, with efficacy and according to fidelity.

Management Plan MISD recognizes that effective administration and management of a program of this size and importance requires strong leadership skills, management experience, classroom experience, academic training, and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the Superintendent/Principal, Linda Buffe, will oversee all aspects of the Malone Educator Excellence Plan. The day-to-day operations of the Plan will be the responsibility of the full-time Mentor Teacher. The Mentor Teacher will be a highly-educated and qualified leader who brings at least 10 years of educational experience to the project. He/she will ensure all Statutory and TEA Requirements including specific programs and activities are implemented according to fidelity; will serve as the liaison with Region 12 ESC and the Project Evaluator; and will work directly with the Mrs. Buffe and the business manager to file all reports required by TEA in a timely manner.

Evaluation This project will be evaluated by a highly-qualified external evaluator who will conduct a formative and summative evaluation using documentation review, observations, surveys, questionnaires, and interviews to solicit feedback; monitor the extent to which activities of the project are being implemented as planned; assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements; guide short-term project corrections and plan for future delivery of the initiative; monitor and assess the impact of the project activities on all participants; and provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

Statutory Requirements Malone's Educator Excellence Plan addresses the 6 required statutory requirements of having a planned induction system, conducting multiple observations, a formal evaluation process, regular collaboration opportunities through professional learning communities, ongoing professional development, an incentive/compensation plan, as well as the 2 preferred statutory requirements of implementing a new hiring process and continuing to offer multiple career pathways for classroom teachers. MISD will monitor and ensure practice alignment to ensure that each EEIP practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency and lead to the improvement in student learning and academic performance.

TEA Requirements TEA established 4 program requirements 1) a needs self-assessment; 2) a timeline to implement the Educator Excellence Program; 3) support from affected personnel; and 4) district-wide participation. An Educator Excellence Plan for MISD is based upon a Needs Assessment Survey and Improvement Plan as part of the School Improvement Process to identify strengths, needs and priority areas of focus but also extend beyond reviewing student achievement data to assessing the needs of the entire campus. As part of this project, a detailed project timeline was developed to implement EEIP practices to enhance administrative and educator effectiveness and efficiency lead to the improvement in student learning and student academic performance. Support for the MISD Educator Excellence Plan is based upon the actions and commitment of the Team conducting the Needs Assessment Summary and noting a lengthy list of needs and weaknesses, which made it clear that implementing an EEIP grant would be best suited for both the teachers and students. The Team also developed the project budget and agreed to serve on a committee to oversee the implementation of the grant to ensure success in improving educator excellence and student achievement. The Team has committed to evaluating the ability to sustain and support beyond the project period. Finally, this project involves district-wide participation from the Malone ISD School Board, the Superintendent/Principal, 11 campus teachers, 6 paraprofessionals, a secretary and business manager.

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Schedule #6 — Program Budget Summary

County-district number or vendor ID: 109908	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$91,225	$0	$91,225	$92,025	$0	$92,025
Schedule #8	Professional and Contracted Services (6200)	6200	$12,000	$0	$12,000	$12,000	$0	$12,000
Schedule #9	Supplies and Materials (6300)	6300	$1,800	$0	$1,800	$1,000	$0	$1,000
Schedule #10	Other Operating Costs (6400)	6400	$1,000	$0	$1,000	$1,000	$0	$1,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$106,025	$0	$106,025	$106,025	$0	$106,025
	Percentage% indirect costs (see note):		N/A	$10,602	$116,627	N/A	$10,602	$116,627
	Grand total of budgeted costs (add all entries in each column):		$106,025	$10,602	$116,627	$106,025	$10,602	$116,627

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$106,025	$106,025
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$10,602	$10,602

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 109908			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher			$	$
2 Educational aide			$	$
3 Tutor			$	$
Program Management and Administration				
4 Project director/Mentor Teacher	1		$48,000	$48,800
5 Project coordinator			$	$
6 Teacher facilitator			$	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
15 Title			$	$
16 Title			$	$
17 Title			$	$
18		Subtotal employee costs:	$48,000	$48,800
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay ($50 per day)			$3,025	$3,025
20 6119 Professional staff extra-duty pay (incentives and compensation)			$40,200	$40,200
21 6121 Support staff extra-duty pay			$	$
22 6140 Employee benefits			$	$
23 61XX Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs	$43,225	$43,225
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$91,225	$92,025

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 109908	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Region 12 ESC Administrator & Teacher Trainings & Observations	☐	$8,500	$8,500
2	External Evaluator	☐	$3,500	$3,500
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		12,000	$12,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service:	☐ Yes, this is a subgrant
Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 109908	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
2	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
3	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
4	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
5	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 109908		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				
6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$12,000	$12,000
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$12,000	$12,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 109908	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Laptop/iPad	Project Director/Mentor Teacher to manage the grant, evaluate teachers,	1	$500	$500	
	2	Print	Project Director/Mentor Teacher to print grant management reports to District Administrator & TEA; print teacher evaluation reports and feedback, and print documents to support teacher curriculum and insturction	1	$300	$300	$
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$1,000	$1,000
	Grand total:					$1,800	$1,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 109908	Amendment number (for amendments only):		

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$1,000	$1,000
Grand total:		$1,000	$1,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 109908   Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 109908			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			103	
Category	Number	Percentage	Category	Percentage
African American	11	11%	Attendance rate	97%
Hispanic	46	45%	Annual dropout rate (Gr 9-12)	NA
White	44	43%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	61%
Asian	2	2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%
Economically disadvantaged	95	92%	Students taking the ACT and/or SAT	NA
Limited English proficient (LEP)	16	16%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	NA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	1%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	10	99%
White	10	99%	Master's degree	1	1%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	6	55%	Avg. salary, 1-5 years exp.	27,906	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	0	N/A
11-20 years exp.	3	25%	Avg. salary, 11-20 years exp.	38,546	N/A
Over 20 years exp.	2	20%	Avg. salary, over 20 years exp.	49,670	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														

County-district number or vendor ID: 109908 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	23	11	8	6	10	10	10	10	8	7					103
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	23	11	8	6	10	10	10	10	8	7					103

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	1	1	1	1	1	1	1	1	2					11
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	1	1	1	1	1	1	1	1	2					11

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No policy or procedure is a sacred cow and ALL policies, procedures, and programs are reviewed by the District Site-Based Leadership Team (Team) consisting of administrators, teachers and parents/members of the community. The Team conducts a Needs Assessment Summary and Improvement Plan by evaluating the following relevant data:

- Student academic data – Benchmarks assessments, AEIS, TAKS/STAAR, AYP; attendance rates; participation in special programs; retention, completion rates; and discipline referrals
- Student socio-economic data – percentage of economically disadvantaged, at-risk, highly-mobile, English Language Learners, and minority students
- Teacher surveys regarding curriculum, instruction, professional development, classroom management, assessments, effectiveness of administrative leaders, hiring practices, compensation, evaluations, incentives, schedules, etc...

The above-mentioned data is disaggregated and used by the Team to pinpoint specific needs for students, teachers, and administrators. The Team then prioritizes the needs and establishes educational goals, objectives, activities, and performance targets based upon the identified needs. The Team evaluates resources to ensure they are not being overlooked or duplicated. MISD and the Team firmly believe that what works one year may not work the next. They expect programs offered to change and evolve in response to the teachers and students needs as based upon data collected. Finally, the Team conducts a follow-up meeting to monitor progress and ensure all changes are being implemented on-time, within budget, with efficacy and according to fidelity.

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	Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1	Due to high teacher turnover and 60% of the teachers have less than 5 years of teaching experience, there is a need to implement a meaningful and robust <u>Mentoring</u> program. Malone will hire a full-time onsite Mentor Teacher and will contract with Region 12 ESC who will send subject-area mentors to Malone on an ongoing basis.	Mentor Teachers will conduct classroom observations and provide feedback to: Strengthen teacher delivered curriculum and instruction Refine curriculum and instruction based upon assessment data Improve teacher growth as measured by observations and formal evaluation. Improve student academic performance as measured by assessments
2	The Needs Assessment Summary pinpointed a need for <u>professional development</u> based upon the specific needs of Malone teachers and students instead of a one-size-fits all program. The classroom-embedded professional development will be delivered by the full-time onsite Mentor Teacher to be hired and Region 12 ESC. Professional development will be ongoing and not just a one-day training session and will take place onsite at Malone School. On occasion a teacher may have to travel for career pathways professional development	Professional development will address the needs of: Teachers with 3 years or less of teaching experience through the Novice Teacher Series Teachers by specific subject areas Support teachers long term growth and career pathway goals Time for collaboration each week through professional learning communities/cluster meetings Improve academic performance as measured by assessments
3	There is a need to transform educator quality and effectiveness through new <u>hiring and recruitment practices</u>. New practices will enable Malone administrators to hire highly-qualified teachers in a timely manner and offer teachers a financial incentive to notify administrators by November 1st of their intent to retire/resign at the conclusion of the school year.	New hiring and recruitment practices will address: Success in recruiting teachers in the fall and hiring by April 1st of each year Increased chances of hiring teachers who are committed to teaching at Malone for the long term and seeking to attain growth in their field Eliminate the past 5-6 years of a revolving door among math and science teachers
4	<u>Compensation</u> to reward high-performing teachers;	Compensation will address: Malone ISD's inability to compensate teachers because of limited financial resources. Reduce teacher turnover as teachers leave for higher paid jobs within and out-of the teaching field. Reward teachers for professional growth and improved student academic achievement
5	Implementing a new <u>appraisal system</u> since the Professional Development and Appraisal System (PDAS) used by Malone and approved by TEA will no longer be available in the near future.	A new appraisal system will address: Teacher effectiveness as administrators will collect and monitor teacher performance data and teacher observations. Administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased academic achievement. Administrators will have timely information needed to create differentiated professional development plans for teachers to ensure they have the support needed

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Schedule #14—Management Plan	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Mentor Teacher	Bachelors in Education or related field. 10 years experience as a classroom teacher; demonstrated competence in program development, implementation, and evaluation; working knowledge of educator excellence programs. Trained on use of teacher evaluation systems.
2.	Professional Development	Bachelors Degree and 5 years experience as a classroom teacher with 5 years experience delivering educator excellence programs.
3.	Evaluator	Graduate degree in evaluation or related field; 5 years experience as a professional evaluator. Experience with educator excellence and effectiveness programs; experience with evaluations of TEA funded grants
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Mentoring	1.	Hire the first-ever, full-time, non-teaching Mentor Teacher	04/01/2014	05/30/2014
		2.	Ongoing mentoring to 11 classroom teachers	06/01/2014	08/31/2016
		3.	Deliver professional collaboration/learning communities opportunities	06/01/2014	08/31/2016
		4.	Conduct teacher observations	09/01/2014	05/15/2016
		5.	Assist teachers with career pathways	06/01/2014	08/31/2016
2.	Professional Development	1.	Collaboration/learning communities during school	09/01/2014	05/15/2016
		2.	Region 12 ESC deliver ongoing pedagogical support	06/01/2014	08/31/2016
		3.	Summer professional development	06/01/2014	08/31/2016
		4.	Career Pathways professional development	06/01/2014	08/31/2016
		5.	Novice Teacher Series Professional Development for new teachers with 3 or less years teaching experience	06/01/2014	08/31/2016
3.	Recruitment and hiring	1.	Implement early hiring practices	04/01/2014	08/31/2016
		2.	Expand the methods used to recruit/hire teachers	04/01/2014	08/31/2016
		3.	Implement early retirement/early resignation practices	04/01/2014	08/31/2016
		4.			
		5.			
4.	Strategic Compensation	1.	Continue to $600 above state base	04/01/2014	08/31/2016
		2.	Offer compensation based upon professional growth and student academic achievement	04/01/2014	08/31/2016
		3.	Continue to pay a $2,000 stipend to math and science teachers	04/01/2014	08/31/2016
		4.	Institute an early retirement/early resignation offer	04/01/2014	08/31/2016
		5.			
5.	New Teacher Appraisal System	1.	Evaluate new teacher appraisal systems	09/01/2014	05/30/2015
		2.	Implement a new teacher appraisal system	09/01/2015	08/31/2016
		3.			
		4.			

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure a diversity of perspectives in the ongoing planning, implementation, and evaluation of program goals and objectives, Malone uses a District-Based Leadership Team comprised of parents, teachers, administrators and community members. The purpose of the Team is to monitor program appliance, make adjustments when necessary and report the changes that have been approved. In meetings, the Team provides oversight by: 1) meeting on a regular basis with to monitor progress, review stated benchmarks toward performance measures and evidence of improvement; 2) feedback that has been solicited from staff, external consultants, and partners is reported to the Team; 3) program satisfaction for programs new to the district that has been solicited through interviews and surveys (educators, students, parents, and partners) is reported to the Team; 4) on-going assessment of proposed objectives are re-assessed as needed; and 5) regular evaluation results are reviewed and recommended program modifications are implemented to increase the effectiveness of the program.

Multiple data collection methods and strategies are used to determine whether or not the project is being implemented according to set and approved guidelines; what the strengths and barriers to success are; and what types of improvements needs to be made to increase program effectiveness.

The Team ensures that all monitoring procedures are implemented and the results of the meetings are reported to the school community and the funding agency, if required. This Team serves as the vehicle through which a diversity of voices and feedback is obtained, ensuring continuous improvement in the operation of the project. The records of changes approved by the Team are made available to school staff and to the public through the MISD website and are available in the Superintendent's office.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the District Level, the Board of Trustees is not only supportive, but have high expectations to transform policies and procedures for hiring, placing, evaluating, promoting, retaining and replacing teachers. So far the changes have been on a small scale due to the districts' limited financial resources. For example, in 2001 they approved to pay teachers $600 above state-base in an effort to attract and retain high quality teachers. In 2010, they agreed to pay math and science teachers a stipend of $2,000 in an effort to retain them as well. At the Campus Level, Malone implemented a Reading First Grant from 2004-08 and as part of the grant, 5 teachers received their Master Reading Certification. Only 2 of the Master Reading Teachers are still employed at Malone today. In 2008, the campus implemented an Educator Excellence Award Grant through TEA to financially reward employees for high levels of performance. In 2013 a long-time employee completed her Principal Certification and has been trained on the Professional Development and Appraisal System (PDAS) as part of her career pathways. **Malone is now proposing to build upon their past efforts and use EEIP grant funds to implement a comprehensive grand scale project focused on hiring a full-time onsite Mentor, provide classroom embedded professional development, implement early hiring practices, provide strategic compensation and implement a new teacher appraisal system, all of which will result in educators with an increased capacity to teach at high-levels and improve student academic achievement.** Furthermore, the administrators, teachers, parents and community leaders will engage in a thoughtful and coordinated sustainability planning process to successfully develop plans for continuing and expanding the transformation project for a very long time. This is important because according to research "reform must be well understood by and have the support of school faculty and of the community and its leaders and the school board, in order to be sustained (Cawelti & Protheroe, 2007). Though MISD is committed to offering programs, services, and supports, the specific activities to be offered must produce desired teacher and student outcomes. The desired outcomes will be identified through the evaluation process and analysis of how budget funds are spent and results attained. For those programs, services, and supports that produce desired student outcomes, they will be funded through federal, state and local funding,

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Outcome Evaluation: (documentation review; observation; survey)	1.	Student results on STAAR will result in one year's growth
		2.	100% of teachers are assigned a Region 12 mentor
		3.	100% of mentors/mentees provided 1 hr/wk of release collaboration time
2.	Outcome Evaluation: (documentation; observation; questionnaires)	1.	The attrition rate of teachers assigned a mentor will be less than 10%
		2.	100% of mentors are trained to conduct teacher observations
		3.	75% of core teachers scored proficient on formal evaluation rubric
3.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	For each domain on the evaluation rubric, 75% of teachers increased
		2.	85% of teachers/administrators retained/offered contracts from prior year
		3.	75% of teachers received additional compensation beyond salary schedule
4.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	85% of teachers received differentiated compensation as a result of EEIP
		2.	85% of non-classroom staff received compensation as result of EEIP
		3.	90% of retiring or leaving teachers accepted early notification offer
5.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	1 full-time non-teacher mentor position added due to EEIP implementation
		2.	Teacher observations with the approved rubric occur 4 times a year
		3.	Professional development will be done in professional learning communities/cluster meetings 1 hr. weekly

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data included in the evaluation design are an ongoing process and began with MISD developing a Needs Assessment Summary and Improvement Plan as part of the School Improvement Process. It is the goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The District Site Based Leadership Team worked together to identify specific goals based on Adequate Yearly Progress. According to the Texas Academic Performance Report (TAPR) 2012-13, an **overwhelming 79% of the students at Malone School will need Accelerated Instruction in mathematics, 60% will need Accelerated Instruction in reading, and only 53% of the students mastering all STAAR exams.** The following data collected at the campus level : 1) pre and post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments; 6) number of students with improved performance in assessments; 7) percentage of participating 3-8th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013). The problems that have been uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, each project campus is able to identify the number and names of children they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data and teacher observations. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

With the overwhelming student barriers and gaps that exist along with 60% of the teachers having 5 or less years teaching experience, it makes sense to implement an induction system that is designed to help new teachers make a smooth transition into teaching. The hope is new teachers will remain at Malone if their first year of teaching is a success. According to research, a successful transition increases the likelihood that new teachers will remain in the profession for longer periods of time. **The induction system will involve a strong role of school leadership, ongoing opportunities for teachers to participate in leadership, collaboration, and customized professional development.**

The four components of the Malone induction system include:
- Administrative leadership
- Professional learning communities/cluster meetings
- Mentorship
- Teacher leadership

Administrative Leadership – The Malone School Board, Superintendent, and District Based Leadership Team recognize the need for a comprehensive induction system to support new teachers in their first-teaching positions. Not only do they recognize the need for an induction system but whole-heartedly support an induction system that requires scheduled time during the school week for teachers to participate in professional learning communities/cluster meetings; partner with a mentor teacher for 3 years; and participate in district/campus leadership activities. The administrators firmly believe that what works one year may not work the next. They expect the induction system to change and evolve in response to the teachers and students needs as based upon data collected.

Professional Learning Communities/Cluster Meetings – Professional learning communities will involve collaboration, mentoring, and professional development as related to classroom curriculum and instruction; addressing the specific needs of first-year teachers; improved student achievement; and addressing the needs of larger percentages of Economically Disadvantaged, At-Risk, Minority, and LEP students. Teachers with less than 3 years of teaching experience will be required to participate in The Novice Teacher Series for 3 consecutive years. The focus is to address Engaged Student Learning; Teacher Expectations for Student Achievement; Self-Reflection; Classroom Management; and Action Research.
The Cluster Meetings will be related to teacher observations and evaluations and will provide teachers with timely feedback to improve and strengthen their classroom instruction; improve their professional growth as teachers; and improve student academic achievement as measured by assessments.
The professional learning communities/cluster meetings will take place during 1 hour of scheduled release time within the school week and will be delivered in full-day or half-day sessions during the school year and summer. Region 12 ESC will deliver the collaboration, mentoring and professional development onsite at Malone School.

Mentorship –All teachers, regardless of years of experience, will receive mentoring from the full-time Mentor and Region 12 ESC mentors. They will provide structured guidance and regular and ongoing support for teachers that are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that may include coaching, classroom observation, team teaching, and reduced teaching loads. These activities will also take place onsite during release collaboration time, scheduled meetings, scheduled professional development and during observation opportunities.

Malone will hire the first-ever, full-time, non-teacher Mentor who along with mentors from Region 12 will lead, guide, and direct the professional learning communities and cluster meetings. The use of non-current teachers as mentors is intentional because Malone only has 11 classroom teachers and the administrative leadership did not want to rely 100% on existing staff to serve as mentors. Instead the Team recommended to hire a full-time non-teaching Mentor who would reside onsite and to contract with Region 12 ESC mentors. Of courses Malone teachers have talents to bring to the table so the mentors and teachers will collaborate and mentor as part of the professional learning

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communities/cluster meetings.

Teacher Leadership – Teachers will be encouraged to serve on district/campus committees which include the Wellness, Textbook, Campus Safety, SHAC, District & Campus Based Leadership Teams, Professional Learning Communities, Campus Improvement committees. Serving on these committees will provide teachers with an opportunity to serve and take part in leadership roles and build their leadership capacity as they explore career pathways.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently the Superintendent, Linda Buffe, and a classroom teacher, Mrs. Johnson, who recently completed her principal certification, are fully trained to conduct observations and evaluations. Observations consist of monthly 3-10 minute walk through's so the administrator can get a snapshot of the teachers' instructional methods, classroom management, and how they address individual students learning styles. The short walkthrough's are followed by a formal observation/evaluation on an agreed topic/strategy lasting for approximately 45 minutes and taking place during the spring.

For the current 2013-14 and the 2014-15 school year Malone will use the TEA approved Professional Development and Appraisal System (PDAS) rubric, but for the 2015-16 school year will implement a new system because the PDAS is being phased out. Beginning in April 2014 and continuing through the summer of 2015, Malone will evaluate appraisal systems so a new system is in place for the 2015-16 school year. It's important to note that Mrs. Buffe, Mrs. Johnson and the full-time Mentor to be hired will be trained on the new appraisal system.

The goal of the pre-observation meetings is to discuss up to three personal goals for professional growth which are tied to campus/district goals or areas of emphasis; record professional growth efforts during the year; and evaluate the impact of the teacher's professional growth efforts upon learning by the teacher's students. The pre-observation meeting will allow the teacher and the administrator to discuss the length and frequency of observations, to review the supervisor's expectations, and to identify special characteristics of the class that may be observed. The teacher may also discuss professional goals with the administrator. The teacher and supervisor may identify professional growth efforts that may contribute toward the teacher's realization of professional improvement goal.

Post-observation meetings are designed to review and reflect on the observations and discuss strengths of the teacher's performance as well as areas for potential growth. Specifically, the administrator and teacher discuss the formal evaluation results and providing feedback; evaluating student growth and learning such as campus grade and state assessments; and evaluating professional engagement and growth using the teachers professional goals, their participation in professional development, applying learning to classroom instruction, engaging in meaningful collaboration, complying with district/campus policies and procedures and modeling professional integrity. Evaluating professional engagement and growth also involves reviewing teacher self-assessments.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Malone uses the Professional Development Appraisal System (PDAS), which is the State's approved instrument for appraising teachers and identifying areas that would benefit from staff development. The PDAS includes a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS also includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction. The 8 domains of PDAS include:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

The PDAS requires:
- Mandatory teacher orientation
- Specific appraiser qualifications
- Appraisal training for teachers
- Appraisal based on performance in fields and teaching assignments for which the teacher is certified
- At least one 45-minute observation (unless the teacher agrees otherwise)
- Additional walk-throughs and observations at the appraiser's discretion
- Cumulative data from additional written documentation
- Pre- and/or post-observation conferences at the request of the teacher or appraiser
- A Teacher Self-Report Form that includes:
1. Documentation by the teacher of the teaching or reinforcement of TAKS objectives, as well as other contributions to the improvement of student academic performance;
2. An annual description of professional development activities; and
3. Discussion of targeted areas for professional growth.
- An annual written summative appraisal report and conference

The Superintendent/Principal, Linda Buffe and a classroom teacher, Mrs. Johnson, are both trained on PDAS and conduct formal evaluations. Currently, walkthroughs are conducted once a month and the formal evaluations last for 45 minutes. The formal evaluations typically take place in January and February. The process and content of the summative evaluation meetings involves discussing the formal evaluation results and providing feedback; evaluating student growth and learning such as campus grade and state assessments; and evaluating professional engagement and growth using the teachers' professional goals, their participation in professional development, applying learning to classroom instruction, engaging in meaningful collaboration, complying with district/campus policies and procedures and modeling professional integrity. Evaluating professional engagement and growth also involves reviewing teacher self-assessments.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District Site Based Leadership Team is committed to put in place accommodations that allow for professional learning communities/cluster meetings within the school week.

Accommodations include adjusting one or more of the following as needed: school calendar, school start and end times, singleton or block scheduling, number of hours in a school day, and scheduled dates for professional development.

The Team firmly believes that accommodations that work one year may not work the next. They expect accommodations to change and evolve in response to the teachers and students needs as based upon data collected.

The accommodations are important to the success of professional learning communities so that meaningful and robust collaboration, mentoring, and professional development can take place. Classroom curriculum and instruction; addressing the specific needs of first-year teachers; improved student achievement; and addressing the needs of larger percentages of Economically Disadvantaged, At-Risk, Minority, and LEP students are just a few topics. The accommodations will also support the Novice Teacher Series which focuses on Engaged Student Learning; Teacher Expectations for Student Achievement; Self-Reflection; Classroom Management; and Action Research. Accommodations are important to the success of Cluster Meetings which focus on teacher observations and evaluations by providing teachers with timely feedback to improve and strengthen their classroom instruction; improve their professional growth as teachers; and improve student academic achievement as measured by assessments.

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Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In developing the Malone Educator Excellence Plan, the Leadership Team took an active role to plan out professional development activities and opportunities within the school week that are tied to observation and formal evaluation results as well as both formal and informal student assessment data.

According to research, a high-quality professional-development system connects the needs of the teachers directly to a range of supports focused on improving knowledge, skills, and practice so that all students can reach their highest potential. Done well, such a system can produce effective teacher leaders, foster collective responsibility and drive high student achievement and success. The process begins with determining– through effectiveness audits or other research – what constitutes the most-effective professional development and combining it with the belief that a high quality system is necessary.

All professional development activities will be based on the disaggregation of assessment data to determine the academic performance gaps of students. The ongoing and sustained professional development activities are heavily based on best practice and research for improving overall academic achievement. All staff development activities will create communities of inquiry and knowledge building, anytime, anywhere learning available through a variety of delivery systems; and content-specific models of teaching and learning with technology. Specifically, the training: 1) is grounded in the context of teaching and learning; 2) provides a context for collaboration, reflective discourse, and a culture of collegiality; 3) provides for emerging leadership roles; 4) provides contexts for learning that are continual, just-in-time and contextually based; 5) extends the learners role to that of mentor and teacher as well as learner; and 6) provides a safe environment for asking questions and reflective dialogue. **The 2011 TAKS results, the 2013 Fall PEIMS Collection Report, and the 2013 evaluation results serve as the baseline for this project and were used to develop professional development activities.**

The Superintendent/Principal will ensure that all staff participates in the Malone professional development program called Professional Learning Communities/Cluster Meetings. Professional learning communities will involve collaboration, mentoring, and professional development as related to classroom curriculum and instruction; addressing the specific needs of first-year teachers; improved student achievement; and addressing the needs of larger percentages of Economically Disadvantaged, At-Risk, Minority, and LEP students.

Teachers with less than 3 years of teaching experience will be required to participate in The Novice Teacher Series for 3 consecutive years. The focus is to address Engaged Student Learning; Teacher Expectations for Student Achievement; Self-Reflection; Classroom Management; and Action Research.

The Cluster Meetings will be related to teacher observations and evaluations and will provide teachers with timely feedback to improve and strengthen their classroom instruction; improve their professional growth as teachers; and improve student academic achievement as measured by assessments.

The professional learning communities/cluster meetings will take place during 1 hour of scheduled release time within the school week and will be delivered in full-day or half-day sessions during the school year and summer. Region 12 ESC will deliver the collaboration, mentoring and professional development onsite at Malone School.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109908	Amendment # (for amendments only):

Statutory Requirement 6: <u>Required</u> - Describe the strategic compensation plan that differentiates compensation, such as it based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

One priority of the Malone Educator Excellence Plan is to implement a strategic compensation that differentiates compensation based upon teachers' pedagogical growth and students' academic performance.

The compensation plan will build upon existing compensation efforts. Currently, all Malone teachers are paid $600 above the state-base scale in an effort to attract and retain highly-qualified teachers. In addition, the math and science teachers receive a $2,000 stipend. The new compensation plan will target all 11 teachers, 6 para-professionals, the Superintendent/Principal, business manager, and secretary. **The baseline date for the compensation plan includes 2011 TAKS results and the 2013 evaluation results.** This is the same data used to develop the professional development activities.

As for the classroom teachers, they will be measured by two factors; 1) pedagogical growth using the observation and evaluation results; and 2) student academic performance using STAAR results. If a classroom teacher is not teaching STAAR tested subject, their applicable assessment will be used instead. For example, the TPRI or similar assessment instrument will be used for the K-2 teachers. The heatlh/PE teacher can use the FITNESSGram or similar assessment to measure students' improved progress.

Compensation for 11 teachers will be paid in two increments:
- $1,250 for a 30% increase in professional pedagogical growth
- <u>$1,250 for a 20% increase in their students' academic achievement</u>
  $2,500 maximum incentive paid to each teacher

Compensation for the one Superintendent/Principal will be paid in two increments:
- $1,250 if 80% of all teachers have a 30% increase in pedagogical growth
- <u>$1,250 if 80% of all students in the district have a 20% increase in academic achievement</u>
  $2,500 maximum incentive paid to the Superintendent/Principal

Compensation for the 6 paraprofessionals will be paid in two increments:
- $350 if 80% of all teachers have a 30% increase in pedagogical growth
- <u>$350 if 80% of all students in the district have a 20% increase in academic achievement</u>
  $700 maximum incentive paid to each paraprofessional

Compensation for the one (1) business manager and one (1) secretary will be paid in two increments:
- 5% of their salary if 80% of all teachers have a 30% increase in pedagogical growth
- <u>5% of their salary if 80% of all students in the district have a 20% increase in academic achievement</u>
  $500 maximum incentive paid per person

It is expected for the compensation to be paid in August of each year so that the administrators have time to gather, evaluate and measure teacher and student performance. For example in August 2015, compensation payments will be paid for teacher and student growth occurring during the 2014-15 school year.

In addition, Malone will implement the first-ever Early Retirement/Early Resignation offer. If a teacher will submit their intent to retire or resign by November 1st they will receive an incentive payment in the amount of $1,000 to be paid on their last paycheck.

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| **Schedule #16—Responses to Statutory Requirements** | |
| County-district number or vendor ID: 109908 | Amendment # (for amendments only): |

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Another priority of Malone is to transform educator quality and effectiveness through new hiring and recruitment practices. According to research, without a thoughtful and efficient hiring process in place, districts miss a key opportunity to use the hiring process to educate potential hires about the district's mission, values, resources and community. By carefully considering how they have hired and placed new teachers, districts can produce better matches between new teachers and the schools in which they are placed.

Malone firmly believes that implementing new hiring and recruitment practices will enable the administrators to hire highly-qualified teachers in a timely manner and hopefully they will remain at Malone for a long time. This is important because Malone has been a revolving door for math and science teachers. **There have been 6 different science teachers within the last 6 years and 3 of the teachers did not complete the school year and their science position was filled with a substitute.   There have been 5 different math teachers within the last 5 years.**

Malone's new hiring and recruitment practices are focused on:
- Recruiting teachers in the fall and hiring by April 1st of each year
- Eliminate the past 5-6 years of a revolving door among math and science teachers
- Offer teachers a financial incentive to notify administrators by November 1st of their intent to retire/resign at the conclusion of the school year

Malone will use the following evidence to determine the quality of the applicant:
- Bachelor's degree in teaching field
- Complete an educator-preparation program
- Pass appropriate certification exam(s)
- Contact previous employers and references
- Research the assessment scores at the school where the teacher previously taught using the TEA Website, specifically, the Academic Ed
- Use current teachers in the hiring process

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Supporting and implementing multiple career pathways are not new to Malone, but implementation has been on a small scale. Teachers serve in leadership roles by serving on numerous committees. Malone does an excellent job of rotating teachers on committees so teachers can take turns serving. Malone has implemented a Reading First Grant from 2004-08 and as part of the grant 5 teachers received their Master Reading Certification. Only 2 of the Master Reading Teachers are still employed at Malone today. In 2008 the campus implemented an Educator Excellence Award Grant through TEA to financially reward employees for high levels of performance. In 2013 a long-time employee completed her Principal Certification and has been trained to conduct observations/evaluations using the Professional Development and Appraisal System (PDAS).

The EEIP grant will provide Malone with the financial resources to afford teachers the opportunity to be empowered to grow professionally and build their capacity through participating in leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers and providing pedagogical support without having to leave the classroom or Malone School.

Teachers can begin their career pathways at different entry points based upon their years of experience, education, etc... For example:

Teachers with less than 3 years of teaching experience will be required to participate in The Novice Teacher Series for 3 consecutive years. The focus is to address Engaged Student Learning; Teacher Expectations for Student Achievement; Self-Reflection; Classroom Management; and Action Research.

Teachers regardless of their years of teaching experience will participate in the professional learning communities/cluster meetings and mentoring to increase their professional growth and capacity, specifically,
- Receive structured guidance and regular and ongoing support to help teachers improve their practice of teaching and develop their instructional skills;
- Focus on the needs of larger percentages of Economically Disadvantaged, At-Risk, Minority, and LEP students
- Participate in observations and evaluations to receive timely feedback to improve and strengthen their classroom instruction;
- Improve their professional growth as teachers through team teaching; and
- Improve student academic achievement as measured by assessments;

The professional learning communities/cluster meetings will take place during 1 hour of scheduled release time within the school week and will be delivered in full-day or half-day sessions during the school year and summer. Region 12 ESC will deliver the collaboration, mentoring and professional development onsite at Malone School.

Also as part of the Malone career pathways program teachers will be encouraged to serve on district/campus committees which include the Wellness, Textbook, Campus Safety, SHAC, District & Campus Based Leadership Teams, Professional Learning Communities, Campus Improvement committees. Serving on these committees will provide teachers with an opportunity to serve and take part in leadership roles and build their leadership capacity as they explore career pathways. Teachers will also be encouraged to become Master math and reading teachings and complete their principal certification.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **109908**	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Malone ISD is fully aware of the challenges they face in transforming educator quality and effectiveness with the limited financial resources available and serving large population of economically disadvantaged, at-risk, minority and LEP students.

Geographically, Malone is located in a small, rural, farming community in Hill County, Texas. The community of Malone is an unincorporated community with a population of 269 according to the 2010 Census Data. Few businesses exist in Malone and most businesses are agriculture related. The largest employer is Malone ISD with approximately 17 employees. Housing is also limited in Malone and most teachers employed by Malone ISD commute from a neighboring community. **One teacher drives 65 miles one-way to teach at Malone ISD.** Others in the community make a living farming and ranching.

The Leadership Team is fully aware that a community of our size and economic makeup does not attract highly-qualified teachers particularly when there are few jobs for spouses and no housing. Economically, Malone ISD is not a rich school district but the district is committed to hiring well-qualified teachers and offers $600 above state base. Math and Science teachers receive a $2,000 stipend but the stipend hasn't helped Malone's situation. There have been 6 different science teachers within the last 6 years and 3 of the teachers did not complete the school year and their science position was filled with a substitute. There have been 5 different math teachers within the last 5 years. As a result, the Malone students are well-below the state average on TAKS/STAAR assessments. Malone has found that teachers prefer to apply for jobs with districts who pay considerably above the state base rate and offer financial incentives to teach courses like math, science and foreign language.

Academically, Malone ISD is consistently a low-performer on assessment tests. For the past few years the districts' Accountability Rating has been Academically Acceptable. Malone ISD is fully aware that teachers prefer to teach at high-performing campuses/districts and not ones like Malone that are consistently low-performers and is Title 1 School-Wide. An overwhelming 92% of the Malone students are identified as Economically Disadvantaged, 63% are At-Risk, 55% are Minority and 16% are Limited English Proficient as documented by the 2013 Fall PEIMS Collection Report. Academically, the students are low-performers on state assessments as only 63% of the 4th grade student passed the 2011 Math TAKS test; 64% of 5th graders passed the Math TAKS tests and only 61% of the students met 2011 Standard, All Tests. As a result the campus' low academic performance, the campus/district is consistently rated Academic Acceptable according to the Texas Education Agency Accountability Rating System. Educators know that teaching large percentages of economically disadvantaged students is very challenging. Many economically disadvantaged students come from homes with little to no parent support. Students who are economically disadvantaged tend to be low performers on state assessments.

Because of the community makeup of Malone, the consistently low-performing Accountability Rating and a majority of the students being economically disadvantaged, at-risk, and minority, Malone ISD is challenged to attract, hire, and retain highly qualified teachers.

The proposed Educator Excellence Innovation Program grant won't change the community of Malone or reduce the numbers of economically disadvantaged students, but the EEIP grant will allow Malone to compete for teachers who may overlook Malone based upon the teacher pay and few incentives offered.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109908	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the Malone EEIP grant is approved, Malone will "hit the ground running" and begin implementing the grant activities outlined in this application on-time and within budget. Malone can do this because they have actively participated in the extensive planning and design this grant application. They have collected and analyzed a variety of student demographics and achievement data, teacher data as well as community information. From this information, they developed a thorough Educator Excellence Innovation Plan, this grant application and the project budget. Because of the extensive pre-planning, Malone has positioned itself to implement this grant immediately.

April 2014: Hire a full-time Project Director/Mentor Teacher; Schedule professional development to be held in the summer of 2014; and Educator Excellence Committee meet to gather baseline data

April 2014: Begin process to recruit and hire new teachers

June 2014: Professional development activities

August 2014: In-Service Activities with emphasis on Educator Excellence Innovation Grant; Mentoring activities begin; Set professional growth goals for each teacher

September & October 2014: Walk-through observations and peer feedback meetings with Mentor; Professional Learning Communities among teachers and Mentor

November 2014: Review students' benchmark assessment data and use data to refine curriculum and instruction; Formal observations of teachers and peer feedback meetings with Mentor; and Professional Learning Communities among teachers and Mentor

December 2014: Walk-thru observations and peer feedback meetings with Mentor and Professional Learning Communities among teachers and Mentor

January 2015: Walk-thru observations; Professional development activities; Begin process to recruit and hire new teachers; Professional Learning Communities among teachers and Mentor; Educator Excellence Committee meet with Evaluator

February 2015: Formal observations of teachers and peer feedback meetings with Mentor; and Professional Learning Communities among teachers and Mentor; Recruit and hire new teachers; Schedule summer professional development activities

March & April 2015: Professional Learning Communities among teachers and Mentor; Recruit and hire new teachers

May 2015: Formal observations of teachers and peer feedback meetings with Mentor; Collecting and analyzing student achievement data; Measure teachers professional growth; Recruit and hire new teachers

June & July 2015: Collect data for teacher compensation based upon student achievement and professional growth; Professional Development activities; Educator Excellence Committee meet with Evaluator

August 2015: Pay supplemental teacher compensation; In-Service Activities with emphasis on Educator Excellence Innovation Grant; Mentoring activities begin; Set professional growth goals for each teacher

For the 2015-16 school year the timeline Repeats itself starting with September and continuing through August.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 109908	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evidence of support from the administrators, teachers, and paraprofessionals to participate in the EEIP and agree to implement an educator excellence plan that adheres to the Statutory and TEA requirements and the Allowable Activities and Use of Funds is based upon the actions and commitment of the District Based Leadership Team.

Malone administrators, teachers, paraprofessionals and representatives from the community serve on this committee to engage in a comprehensive Needs Assessment of the district and campus. The committee collected and analyzed a variety of data and information related to hiring and recruitment; mentorship/induction; professional development; evaluation and observations; career pathways; and compensation. The process of collecting and analyzing information enabled the Team to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing he needs of the entire campus. A lengthy list of needs and weaknesses made it clear that implementing an EEIP grant would be best suited for both the teachers and students. Participating in this needs assessment served as the driving force to participate in the grant, develop an Educator Excellence Program for Malone and develop the project budget.

Members of the Team have agreed to serve and oversee the implementation of the grant to ensure success in improving educator excellence and student achievement. Throughout the project period the committee will assist the Project Evaluator in developing and reviewing/revising the plans, goals, performance objectives, and programs offered.

The administration has also evaluated their ability to sustain and support beyond the project period. In addition, administration has evaluated their capacity through district and campus staff to maintain the project activities. They have also evaluated their future funding sources for improved educator excellence.

Conducting a thorough Needs Assessment led the Malone District-Based Leadership Team to establish parameters for new policies and procedures and new programs to be established. Specifically, MISD Is committed to:
- Implement new recruiting and hiring techniques for new teachers and will adopt new early hiring practices;
- Require teachers who are new to the district be provided with meaningful and robust mentorship, professional development, and collaboration opportunities in an effort to improve student academic performance;
- Require all teachers receive timely and frequent feedback on both pedagogical and professional performance based on multiple measures;
- The district will commit to providing teachers with professional development opportunities within the school week;
- Establish strategic career pathways for non-administrative opportunities and responsibilities; and
- Create compensation plans to recruit and retain highly-effective teachers who have a track record of improving student learning and academic achievement
- Select a new professional development assessment system

These policies, procedures, and programs are based upon scientifically-based research and adheres to the best practices as related to recruitment, hiring, induction, evaluation, professional development, strategic compensation, career pathways and retention. The Educator Excellence activities are designed to comprehensive and will be implemented with the assistance of highly-qualified external partners and under the watchful eye of the site-based Malone Leadership Team. With funding from TEA, Malone ISD can implement the research-based plan district-wide and evaluate its effect on educator quality and student academic achievement.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation among the Malone ISD teachers in the EEIP grant will be district-wide as all the Superintendent/Principal, all 11 teachers and 6 paraprofessionals, the business manager and secretay will participate in the grant activities.

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